



UAEM

Universidad Autónoma
del Estado de México



PLANTEL “NEZAHUALCÓYOTL” DE LA ESCUELA PREPARATORIA

**MATERIAL DIDÁCTICO (SECME):
“MANUAL PARA PRÁCTICAS DE LECTURA DE COMPRENSIÓN DE TEXTOS,
GRAMÁTICA, VOCABULARIO, Y EXPRESIÓN ESCRITA EN INGLÉS 2
DENTRO DEL CENTRO DE AUTO-ACCESO (CAA)”**

UNIDAD DE APRENDIZAJE: INGLÉS 2

ELABORÓ:

M. EN A.N.A.R.H. JACKELINE VALENTINE DÁVILA MONTIEL

L.L.I. FRANCISCO JAVIER GARCÍA ARIAS

L.L.I. PATRICIA HINOJOSA VELARDE

ÍNDICE

I. PRESENTACIÓN

Págs. 3-4

II. PRÁCTICAS DE LECTURA DE COMPRENSIÓN DE TEXTOS EN INGLÉS 2 (READING)

Págs. 5-18

III. EJERCICIOS DE GRAMÁTICA Y VOCABULARIO (GRAMMAR AND VOCABULARY) EN INGLÉS 2

Págs. 19-34

IV. PRÁCTICAS DE EXPRESIÓN ESCRITA (WRITING) EN INGLÉS 2

Págs. 35-42

Módulo 1. Ocasiones especiales: ¿Qué está pasando? y ¿Qué hacen las personas que están a mí alrededor?

- **Simple Present vs. Present Continuous**
- **Time expressions**

Módulo 2: Estilos de vida saludables

- **Countable and uncountable nouns.**
- **A, an, some, any.**
- **How much and How many.**
- **Should and Shouldn't**

Modulo 3: Mi pasado

- **Simple past: regular verbs, was, were, could**
- **Simple past: Irregular verbs**
- **Time expressions**

Modulo 4: La naturaleza y yo

- **Comparatives and Superlatives.**
- **Adjectives: regular and irregular.**

Bibliografía

Pág. 43

PRESENTACIÓN

La Universidad Autónoma del Estado de México (UAEM) ofrece estudios a nivel bachillerato en el cual incluye la enseñanza del inglés como lengua extranjera, Dirección de Estudios del Nivel Medio Superior (DENMS), es la responsable de la adecuación curricular del Bachillerato Universitario, dentro del marco para el Currículo de Bachillerato Único 2015 vigente (CBU), y la Dirección de Aprendizaje de Lenguas (DAL) funge como asesor disciplinario. Se señala lo anterior para contextualizar al lector sobre la organización de los participantes en la elaboración de los programas de inglés en el bachillerato de la UAEM.

En el nivel bachillerato los estudiantes cursan cuatro niveles de inglés denominados: Inglés 1, Inglés 2, Inglés 3 e Inglés 4. Los alumnos cursan inglés a partir del segundo semestre hasta el quinto. En sexto semestre los alumnos cursan una materia optativa de inglés para propósitos académicos. Es conveniente señalar que los programas de estudio para los cuatro cursos fueron diseñados por una comisión integrada por los presidentes y algunos docentes de academia de cada uno de los planteles pertenecientes a la UAEM. El objetivo principal de este proyecto educativo es promover el proceso de enseñanza-aprendizaje, este programa permite a los estudiantes desarrollar habilidades para adquirir el idioma inglés como una lengua extranjera.

El presente trabajo se desarrolla para la asignatura de Inglés 2 con ejercicios de lectura de comprensión de lectura (Reading), gramática (Grammar), vocabulario (Vocabulary) y expresión escrita (Writing) sugeridos a los estudiantes de bachillerato que acuden al Centro de Auto Acceso. En correspondencia con las características de la etapa introductoria de formación, el alumno de Inglés 2 específicamente será capaz de comunicarse de manera inicial para satisfacer las necesidades básicas de supervivencia en situaciones de la vida diaria, desarrollando habilidades para hablar de sí mismo, de su entorno y de algunos aspectos sociales.

La UAEM vislumbra como un elemento esencial para consolidar la formación académica de los alumnos tanto de nivel bachillerato como licenciatura, en los programas de inglés, el desarrollo de competencias comunicativas para la supervivencia, en carreras profesionales o bien de carácter técnico, quienes en el futuro se desempeñarán en distintos ámbitos laborales, académicos y científicos.

Hoy en día, es necesario señalar que los estudiantes deben promover su propio conocimiento acorde a las tendencias del modelo educativo en México, el cual nos indica la necesidad y las estrategias para lograr alumnos independientes que es lo que se pretende llevar a cabo en cada uno de los centros de Auto Acceso en el aprendizaje de idiomas.

Perfil de los Estudiantes de Bachillerato

En la Reforma Integral de la Educación Media Superior (RIEMS), se puntualiza como proceso fundamental el perfil del egresado el cual se integra por once competencias genéricas y sus principales atributos. Los educandos de bachillerato desarrollan competencias en ámbitos personales, académicos y profesionales, por lo tanto es ineludible que el perfil del docente y el perfil del egresado sean congruentes y complementarios, sin embargo, no tienen que ser simétricos ni observar los mismos elementos. Con base en este argumento, los estudiantes proveen un sentido crítico además de creativo, con capacidad para analizar la problemática social y en búsqueda de soluciones con el fin de asumir responsabilidades en este contexto. Es preciso establecer que los alumnos en esta etapa escolar son adolescentes cuyas edades oscilan entre 15 y 16 años; hoy en día y debido al contacto que tienen con las nuevas tecnologías estos jóvenes cuentan con las herramientas necesarias para enfrentar dichos retos.

Centros de Auto Acceso

Se considera un centro de Auto Acceso (CAA) al lugar donde los alumnos acuden a consultar recursos electrónicos o impresos que le proveen alternativas de estudio de forma independiente en la adquisición de una lengua extranjera con el fin de implementar algunas ideas relacionadas con el aprendizaje autónomo, el cual implica cierto control en qué y cómo estudiar; dicho espacio es una mezcla de biblioteca, aula, laboratorio de computadoras y laboratorio de idiomas.

El objetivo primordial de los CAA es lograr que el alumno sea autónomo en su aprendizaje, que logre sus objetivos y metas, que desarrolle la habilidad de auto-evaluación y finalmente que reconozca el avance adquirido.

PRÁCTICAS DE LECTURA DE COMPRENSIÓN DE TEXTOS (READING) EN INGLÉS 2

1.1 Actividad 1

TEMA: Ocasiones especiales

NIVEL: Principiantes / Nivel básico

ESTRATEGIA PROPUESTA: Utilizar palabras interrogativas (*Using question words*)

OBJETIVO: Distingue las frases de uso general o cotidiano para interactuar con el idioma en su entorno, situaciones y áreas que le son familiares.

TIEMPO: 30 min.

MATERIAL: Copias de ejercicio del tema.

ORGANIZACIÓN DE ESTUDIANTES: individual, grupal, pares o tríos.

POSIBLES PROBLEMAS EN EL SALÓN DE CLASES: Los estudiantes no conocen las estrategias de lectura a utilizar.

TÍTULO DE LA LECTURA: *Special trip*

ASPECTOS A CONSOLIDAR: El alumno Identifica palabras interrogativas y vocabulario relacionado con un viaje

PROCEDIMIENTO: tres etapas

- **PRE-LECTURA:** Preguntas relacionadas o previas a la lectura.
- **LECTURA:** Reconoce información que expresa actividades referentes a la lectura.
- **POST-LECTURA:** Redactar un texto con los planes de cuatro días.

PRE-LECTURA

INSTRUCTIONS: Answer the following sentences:

<p>- Do you often write letters to friends or relatives?</p> <p>_____</p> <p>When was the last time you got a letter?</p> <p>_____</p> <p>- Do you prefer letters or emails? Why?</p> <p>_____</p> <p>_____</p>

LECTURA

Imagine you got email from your friend, Cynthia.

<p>Hi Martha,</p> <p>I'm so excited. Guess what – it's my Dad's 40th birthday next month, and so he's taking us all to London for a weekend! Cool, eh?</p> <p>We're flying over on the Thursday evening. As soon as we arrive, we're going on a tour of the city. They say London is really beautiful by night, and I'm really looking forward to seeing all those famous places.</p> <p>On the Friday we're going to the Tate Modern (the art gallery near the river Thames), then to the Design Museum. It's not far from our hotel, so we're planning to walk there. In the afternoon, we're going on the London Eye. I can't wait to see the Houses of Parliament from up there!</p> <p>Saturday is for shopping – there's no doubt about that! We're going to Portobello Road first. Then in the afternoon, we're visiting Harrods – the most famous shop in London! Dad's not very happy about it, but I'm sure he'll enjoy it when we're there.</p> <p>On Sunday morning we're going to Hyde Park, and we're flying home in the afternoon. It's my dream trip – and it's happening</p> <p>Hope everything's OK with you.</p> <p>Love Cynthia</p>
--

Tomado de http://assets.cambridge.org/9780521179072/excerpt/9780521179072_excerpt.pdf

INSTRUCTIONS: Answer the following questions

1. How old will be Cynthia's father?

2. How are they getting to London?

3. What are their plans for their first day in London?

4. Where are they getting on foot?

5. What are they doing on Friday afternoon?

6. Where are they going shopping on Saturday?

7. When are they coming back?

INSTRUCTIONS: Match the two columns. Write the letters next to the sentences

1. We're getting to London on	_____	A) on Sunday
2. On Friday afternoon we're	_____	B) On Sunday afternoon
going to	_____	
3. On Saturday	_____	C) Thursday evening
4. We're going to Hyde Park	_____	D) we're going shopping
5. We're flying home	_____	E) the London Eye

POST-LECTURA

INSTRUCTIONS: Complete the following notes. Include activities that you would like to do in your next holidays.

Thursday _____

Friday _____

Saturday _____

Sunday _____

INSTRUCTIONS: Now write sentences about your plan for your next holidays!

1. _____
2. _____
3. _____
4. _____

PRÁCTICAS DE LECTURA DE COMPRENSIÓN DE TEXTOS (READING) EN INGLÉS 2

1.1 Actividad 1

TEMA: Planes de dieta

NIVEL: Principiantes / Nivel básico

ESTRATEGIA PROPUESTA: Utilizar palabras interrogativas (*Using question words*)

OBJETIVO: Distingue las frases de uso general o cotidiano para interactuar con el idioma en su entorno, situaciones y áreas que le son familiares.

TIEMPO: 30 min.

MATERIAL: Copias de ejercicio del tema.

ORGANIZACIÓN DE ESTUDIANTES: individual, grupal, pares o tríos.

POSIBLES PROBLEMAS EN EL SALÓN DE CLASES: Los estudiantes no conocen las estrategias de lectura a utilizar.

TÍTULO DE LA LECTURA: *Diet Plans*

ASPECTOS A CONSOLIDAR: El alumno Identifica palabras interrogativas y vocabulario relacionado con un viaje

PROCEDIMIENTO: tres etapas

- **PRE-LECTURA:** Preguntas relacionadas o previas a la lectura.
- **LECTURA:** Reconoce información que expresa actividades referentes a la lectura.
- **POST-LECTURA:** Redactar un plan de dieta en equipos de tres.

PRE-LECTRURA

INSTRUCTIONS: Answer the following questions

1. How many vegetables and fruit do you eat?

2. Do you consider your lifestyle healthy or unhealthy? Why?

3. Do you practice any sport or do exercise?

LECTURA

INSTRUCTIONS: Read the following text about diets

DIET PLANS

The facial analysis diet

This diet was devised by nutritionist Elizabeth Gibaud. She identifies six basic face types, each with different nutritional needs. Twelve essential mineral salts help to keep your body strong and in perfect balance. When the mineral salts are not balanced, the results shows in facial features. You should drink a lot of water and herbal tea, eat as much salad and vegetables as you want. Sugar, salt and dairy products should be limited. You should avoid alcohol, caffeine, and carbonated drinks while on the plan.

The Atkins diet

This diet allows you to eat as much protein and fat as you want. You should avoid alcohol and carbohydrates such as bread and pasta. A typical Atkins meal could be a big steak or chicken, cooked in oil or butter with a cream sauce. You shouldn't have any fries or bread with it, but a salad is a possible addition.

The balance diet

According to this diet plan, balance and variety are the essentials. To follow the balance diet, one third of your food should be fruit and vegetables, one third carbohydrates such as pasta, rice, bread, or potatoes. The last one third should be divided again and consist of 13% protein – meat, fish – 13% dairy products, and 7% foods containing fat and sugar. "It's not necessary to cut out chocolate, chips, and cake, but they should represent the smallest part of your diet."

Tomado de K. Fuscoe, B. Garside, L. Prodromou, (2006) *Attitude Student's book 2*. P. 30 Macmillan

INSTRUCTIONS: Match the following sentences with a diet plan. Write the correct letter next to each sentence

1. There are six
basic face types _____

2. You shouldn't
drink alcohol and
carbonated drinks _____

A) THE FACIAL
ANALYSIS DIET

3. You should divide
your food in thirds _____

4. You should
include a cream sauce _____

5. You shouldn't eat
too much chocolate,
chips or cake. _____

B) THE ATKINS
DIET

6. You can eat all the
fat and protein you
want _____

7. You should avoid
caffeine _____

8. You should eat
13% protein _____

C) THE BALANCE
DIET

9. You should limit
sugar, salt and dairy
products _____

INSTRUCTIONS: Find words in the text and match them with their definitions

1. A substance in tea or coffee _____

2. A mixture of vegetables like lettuce _____

3. Foods that come from milk, such as
cream, butter, and cheese _____

4. A sweet, brown, food that contains cacao _____
5. A sweet food that contains flour, eggs, fat and sugar _____
6. Long, thin pieces of fried potato _____

POST-LECTURA

INSTRUCTIONS: In groups of three, invent a diet plan.

DIET PLAN

- You should

- You shouldn't

PRÁCTICAS DE LECTURA DE COMPRENSIÓN DE TEXTOS (READING) EN INGLÉS 2

1.1 Actividad 1

TEMA: Comparativos y superlativos

NIVEL: Principiantes / Nivel básico

ESTRATEGIA PROPUESTA: Utilizar palabras interrogativas (*Using question words*)

OBJETIVO: Distingue las frases de uso general o cotidiano para interactuar con el idioma en su entorno, situaciones y áreas que le son familiares.

TIEMPO: 30 min.

MATERIAL: Copias de ejercicio del tema.

ORGANIZACIÓN DE ESTUDIANTES: individual, grupal, pares o tríos.

POSIBLES PROBLEMAS EN EL SALÓN DE CLASES: Los estudiantes no conocen las estrategias de lectura a utilizar.

TÍTULO DE LA LECTURA: *Special trip*

ASPECTOS A CONSOLIDAR: El alumno Identifica palabras interrogativas y vocabulario relacionado con un viaje

PROCEDIMIENTO: tres etapas

- **PRE-LECTURA:** Preguntas relacionadas o previas a la lectura y relación de imágenes.
- **LECTURA:** Reconoce información que expresa actividades referentes a la lectura.
- **POST-LECTURA:** Completar cuatro preguntas utilizando palabras interrogativas.

PRE-LECTURA



INSTRUCTIONS: Name the animals and answer the questions below

- Where can you find these animals?

- What do they eat?

LECTURA

INSTRUCTIONS: Read the following animal descriptions.

SOUTHERN AFRICA: DESERT AND DELTA

A plane takes tourists on an eco-safari over the Okavango Delta in Botswana. The Okavango River begins 1,600 kilometers to the north. Most rivers go to the sea, but the Okavango end in the Kalahari Desert! The delta covers 17,000 square kilometers and it's the largest inland delta in the world. It's called a delta because the river ends in many smaller rivers and lakes.

People and animals depend on the water of the Okavango. Both men and women go fishing in the delta. Men go out on boats and use nets. Women make baskets from palm leaves and they put the baskets underwater. Then the children chase the fish into the baskets.

The delta attracts many different animals. Some need water to drink and others live in water. Hippopotamuses, for example, spend a lot of time resting in water. The water also helps plants to grow and many animals eat these plants. The delta can be a dangerous place for plant-eating animals. Lions, leopards and cheetahs are never far away.

Elephants are the largest land animals. Only giraffes are taller than elephants. Botswana has the biggest elephant population on Earth. The elephants are important to the people and other animals in the delta. In the dry season, the river can almost disappear. The elephants dig in the sand and find

**Tomado de H. Stephenson. (2011), *English Explorer 2. Student's book*. P. 62.
Cengage Education. UK**

INSTRUCTIONS: Answer the following questions

1. How long is the Okavango River?

2. How big is the delta?

3. Why is it called a delta?

4. How do men and women fish in the delta?

5. Why is the delta important for plants and animals?

6. Why is the delta dangerous?

7. Where can you find the biggest population of elephants?

8. How do elephants help people and other animals in the delta?

POST-LECTURA

- Would you like to live near a delta? Why?

- What would you do in a normal day near the delta?

- Do you think your life would be easier or more difficult?

- What would be the most difficult situation in the delta?

PRÁCTICAS DE LECTURA DE COMPRENSIÓN DE TEXTOS (READING) EN INGLÉS 2

1.1 Actividad 1

TEMA: Inventos

NIVEL: Principiantes / Nivel básico

ESTRATEGIA PROPUESTA: Utilizar palabras interrogativas (*Using question words*)

OBJETIVO: Distingue las frases de uso general o cotidiano para interactuar con el idioma en su entorno, situaciones y áreas que le son familiares.

TIEMPO: 30 min.

MATERIAL: Copias de ejercicio del tema.

ORGANIZACIÓN DE ESTUDIANTES: individual, grupal, pares o tríos.

POSIBLES PROBLEMAS EN EL SALÓN DE CLASES: Los estudiantes no conocen las estrategias de lectura a utilizar.

TÍTULO DE LA LECTURA: *Inventors*

ASPECTOS A CONSOLIDAR: El alumno Identifica palabras interrogativas y vocabulario relacionado con un viaje

PROCEDIMIENTO: tres etapas

- **PRE-LECTURA:** Preguntas relacionadas o previas a la lectura.
- **LECTURA:** Reconoce información que expresa actividades referentes a la lectura.
- **POST-LECTURA:** Completar cuatro preguntas utilizando palabras interrogativas.

PRE-LECTURA

Do you know what these people invented?



Sabeer Bhatia



Martin Cooper



Alexander
Graham Bell



Otto Wichterle



René Laënnec

-
- How do you think these inventions make our lives easier?

-
- Name other inventors and their inventions (3)

LECTURA

INVENTORS

JEANS

Two Americans, Jacob Davis and Levi Strauss, made the first jeans in 1923. Davis bought cloth from Levi's shop. He told Levi that he had a special way to make strong trousers for workmen. The first jeans were blue. In 1965 jeans became fashionable for women after they saw them in Vogue magazine. In the 1990s, Calvin Klein earned \$12.5 million a week from jeans

TELEVISION

A Scotsman, John Logie Baird, transmitted the first television picture on 25 November, 1905. The first thing on television was a boy who worked in the office next to Baird's workroom in London. In 1929 Baird sent picture from London to Glasgow. In 1940 he sent pictures to New York, and also produced the first color TV pictures.

ASPIRIN

Felix Hofman, a 29-year-old chemist who worked for the German company Bayer, invented the drug Aspirin in April 1879. He gave the first aspirin to his father for his arthritis. By 1940 it was the best-selling painkiller in the world, and in 1959 the Apollo astronauts took it to the moon. The Spanish philosopher, José Ortega y Gasset, called the 20th century "The Age of Aspirin".

INSTRUCTIONS: Answer the following questions.

1. When did Levi Strauss and Jacob Davis make the first jeans?

2. Who had a special way to make stronger trousers?

3. Name the magazine jeans appeared?

4. What the first thing that appeared on television?

5. Name the places John Logie Baird sent pictures to

6. How old was Felix Hofman when he invented aspirin?

7. When did aspirin became the best-selling pain killer?

8. What did Felix Hofman do?

POST-LECTURA

INSTRUCTIONS: Answer the following questions.

1. Which inventions are the most important for you?

2. Is there anything you would like to invent?

3. What kind of inventions are more important than others?

4. What do you consider a useful invention?

PRÁCTICAS DE GRAMÁTICA Y VOCABULARIO (GRAMMAR) EN INGLÉS 2

GRAMMAR

MODULE 1

I. Read the text and circle the correct answer.

Today is Monday and I usually **1. get up/ are getting** up early on Mondays. I **2. go / are going** to school at 8:00. I **3. eat / are eating** lunch at school because I **4. have / are having** classes in the afternoon. But today it is holidays. It's 1:00 and I **5. eat/ am eating** lunch at home. My brother **6. plays / is playing** computer games and my sister **7. talks / is talking** to her boyfriend on the phone. She **8. talks / is talking** to her boyfriend every day. I'm happy because right now! **9. don't sit / am not sitting** in class and I **10. don't study / am not studying!** I love holidays!

II. Complete the email. Use the simple present or present continuous form of the verbs in brackets.

Hi Bruno!

I **1. _____ (write)** this email on my sister's laptop because mine **2. _____ (charge)** in this moment and my sister **3. _____ (call)** her friend Isabella. My parents **4. _____ (be not)** at home. Every Friday they **5. _____ (visit)** my grandparents, they **6. _____ (live)** at 'Moon Village' these days. Guess what! Nowadays I **7. _____ (get)** better at my English class. My new teacher **8. _____ (help)** me with my pronunciation everyday and my father usually **9. _____ (take)** me to have extra lessons. He **_____ (not work)** at the moment so he has more time. Anyway, I hope to see you soon!

Love,

Richard.

GRAMMAR

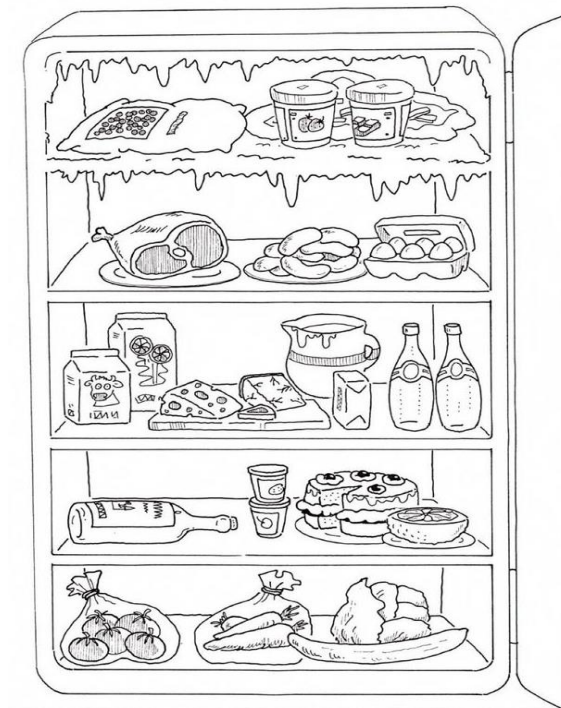
MODULE 2

III. Classify the food below in the correct category in the chart.

tuna	beef	eggs	bread	ham	grapes
water	tomatoes	prawns	salmon	peppers	mushrooms

COUNTABLE	UNCOUNTABLE

IV. Look at the fridge. Complete the sentences with How much or How many.



1. _____ eggs are there in the fridge? There are six eggs.
2. _____ cake is there? There is a piece.
3. _____ milk is there? There are two cartons of milk.
4. _____ tomatoes are there? There are five tomatoes.
5. _____ soda is there? There are two bottles of soda.

V. Read the dialogue. Complete it with a, an, some or any.

Albert: Mom, where did you go?

Mom: I went to the supermarket. I bought the food for the party.

Albert: There is only 1. _____ orange.

Mom: Yes, that is for you. I know you love oranges.

Albert: Yes, I do. Are there 2. _____ apples?

Mom: Yes, there are 3. _____.

Albert: Is there 4. _____ soda? I'm thirsty.

Mom: Yes, there are two bottles of coke. Here you are!

Albert: Thanks mom! I help you with the salad. Wait! there aren't 5. _____ tomatoes.

Mom: Yes, there are 6. _____ in the other bag.

Albert: Oh yeah, I see them now.

VI. Read the cards, write an advice. Use should /shouldn't.

Problem	Advice
I have a headache	E.g. You should take an aspirin. ✓
I broke up with my boyfriend	x
I lost my cellphone.	✓
I failed my English exam.	✓
I have a stomachache	x
My best friend is angry with me	✓

GRAMMAR

MODULE 3

VII. Put the words in the correct order.

1. wasn't / born / I /in England.

_____.

2. at home / you/ last night/ were/?

_____.

3. fantastic/ the film / was.

_____.

4. they / at the cinema / weren't / with me.

_____.

5. walk / you / when / could / were / you / one/?

_____.

VIII. Complete the sentences with could or couldn't in one gap and was, were, wasn't or weren't in the other.

1. I _____ very hungry because I _____ have breakfast in the morning.

2. We _____ go out because the weather _____ bad.

3. She _____ do her homework because she _____ sick.

4. The runners _____ win the race because they _____ very tired

5. The thief _____ very fast, so the police _____ catch him.

IX. Identify the mistakes in these sentences in past simple. Rewrite them correctly.

1. I leaved the school because I failed s lot of exams.

_____.

2. How much you paid for your new cell phone? 30 dollars.

3. Why did you forgot yesterday your Biology homework?

4. Last holidays my family and I didn't went to the beach. We stay at home.

5. I not wear a costume in the 'Halloween Party', I preferred my everyday clothes.

6. Yesterday I eat lunch at school

7. Did you bought a present for Carol's birthday?

8. Who were your English teacher last year?

X. Complete the sentences with the verbs in the box. Use the past simple. There is an extra verb you don't need.

Take Go watch not dance not live eat Drink

1. Last week I _____ to an art gallery.
2. When I was a child I _____ in the country where I live now.
3. Yesterday morning I _____ a shower.
4. The day before yesterday we _____ a comedy movie.
5. In my friend's party I had a broken leg, so I _____.
6. I _____ a lot of food, I have a terrible stomachache!

GRAMMAR

MODULE 4

Complete the sentences. Use the **comparative** or the **superlative** form of the adjectives in brackets.

1. I think that Megan Fox is _____ (**good**) actress of Hollywood.
2. 'Watchmen' is _____ (**bad**) than 'X-Men'.
3. The movie 'Mama' is _____ (**scary**) than 'The curse'.
4. Bruno Mars is _____ (**talented**) than Justin Bieber.
5. American movies are _____ (**successful**) movies in the world.
6. 'Avatar' was _____ (**long**) than 'The planet of the Apes'.
7. In my opinion Cameron Diaz is the _____ (**beautiful**) actress of the world.
8. Sci-Fi movies are _____ (**popular**) than Romantic ones.
9. I think 'Dragon Ball Z' is the _____ (**dull**) film. I got asleep when I saw it.
10. 'Pirates of the Caribbean' was the _____ (**big**) film in 2003.

Use the following cards. Work in pairs. Each student has to choose 5 cards and say two sentences for each one of them. Use comparatives, superlatives and the word 'but'.

E.g.-Sports: Basketball is more boring than soccer, but golf is the most boring.

Comparative & Superlative Cards

Sports	Food	Countries
Films	Drinks	Transports
Music	People	Jobs
Subjects	Artists	Places
Desserts	Games	Books
Animals	TV shows	Fruit or vegetables

VOCABULARY

Complete the chart with the following words: *beef, peppers, grapes, prawns, tuna, cheese, pork, lamb, tomatoes, butter, salmon, and eggs.*

Dairy products	Fish and seafood	Fruit and Vegetables	Meat

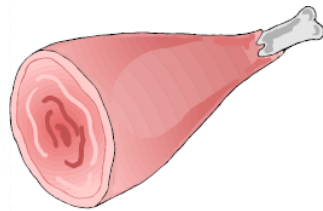
Complete the words according to the pictures.



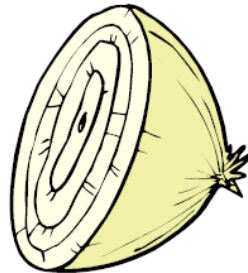
p _ _ t _ _ _ _ _
_ _ _ m



c _ _ c _ _ n



m _ _ _ r _ _ _ s
r _ _ c _ _



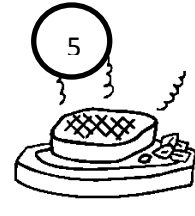
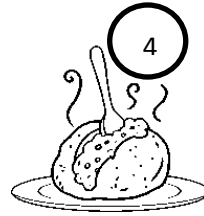
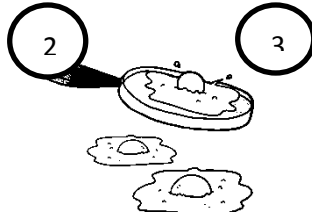
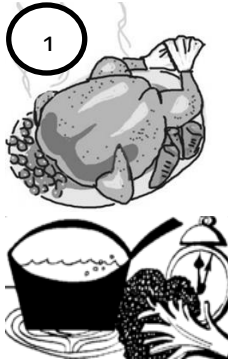
o _ _ o _ _



Match the words on the left with the words on the right, then label the pictures.

1. Boiled _____
2. Fried _____
3. Grilled _____
4. Baked _____
5. Roast _____

- a) chicken
- b) potatoes
- c) vegetables
- d) beef
- e) eggs



Complete the sentences with the words in the box.

Theatre	shopping centre	leisure centre	car park	library	art gallery
---------	-----------------	----------------	----------	---------	-------------

The place where you can do sports _____.

The place where you can look at paintings _____.

The place where you can borrow a book _____.

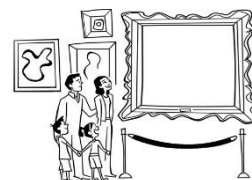
The place where there are many shops is the _____.

The place where you can leave your car is the _____.

The place where you can see a play _____.

Look at the pictures.

Unscramble the words to write the correct place.



hucrch _____

nicema _____

useum _____



spot fofice _____

Match the verbs in column A with words in column B.

1. send
2. chat to
3. leave
4. catch
5. go for

- a) to a friend
- b) a walk
- c) a message
- d) the bus
- e) a postcard

Complete the sentences using the sentences from the previous exercise. Use the correct form of the verbs.

1. Do you _____ to go to the school?
2. Everyday I _____ Michael who lives in Canada.
3. I'm on the phone. I am _____.
4. It's a sunny day! I want to _____ to the park.
5. Yestarday it was Ann's birthday, I _____ her _____.

Complete the phrases with the correct preposition.

- | | |
|-----------------------------------|------------|
| 1. _____ Toronto, Canada.
bus. | 6. _____ |
| 2. _____ home.
big flat. | 7. _____ a |
| 3. _____ six o'clock.
bed. | 8. _____ |
| 4. _____ the morning.
Sunday | 9. _____ |
| 5. _____ night.
Hidalgo street | 10. _____ |

Write the missing letters to complete the names of the countries.



A _ G _ _ _ _ _ A
L _ V _ _ _ _ _



S



C _ O _ C _ _
T _ _ K _ y



C Z _ _ _ R E _ _ _ _ _
I _ _ _ _ M

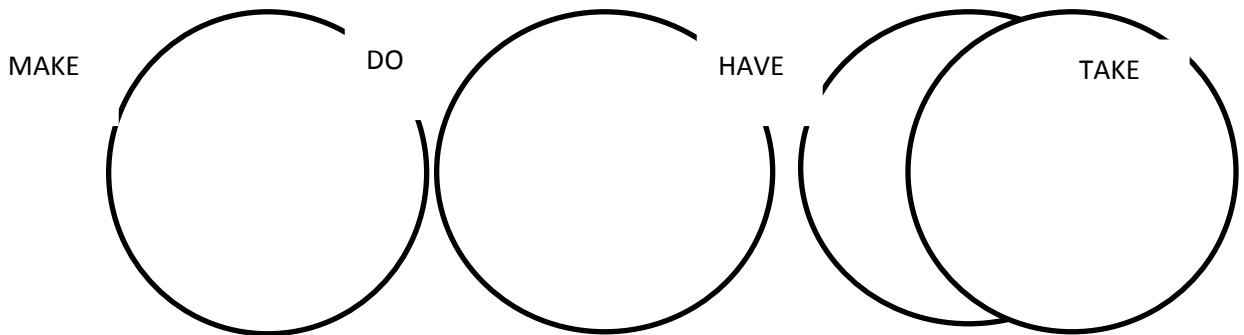


V

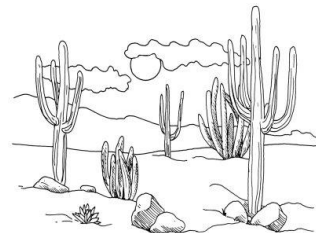
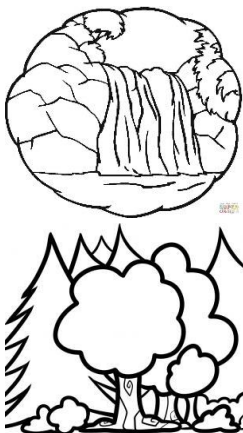
Complete the sentences with the correct nationality.

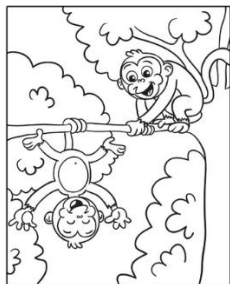
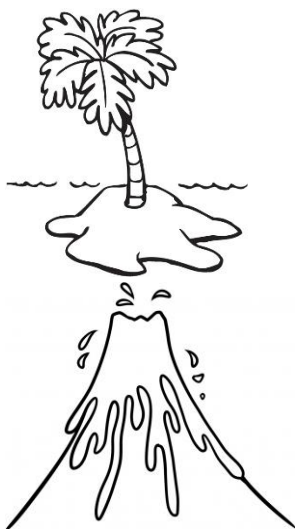
1. Maria Sharapova is from Russia. She is _____.
2. Lionel Messi is a soccer player from Argentina. He is _____.
3. Dalai Lama is from China. He is _____.
4. Frédéric Bazille was an artist from France. He was _____.
5. Ludwika Paleta is an actress from Poland. She is _____.

Complete the circles with the following words: friends, *breakfast*, *a photo*, *a speech*, *a dream*, *a biology lesson*, *an exam*, *homework*, *the bus*, *housework*, *maths at school*, and *a phone call*.



Look for the following geographical features in the puzzle below.





E	F	G	K	V	D	H	D	I	V
L	O	P	J	R	E	S	N	H	O
G	R	E	C	W	S	I	A	N	L
N	E	L	A	K	E	V	L	A	C
U	S	D	V	E	R	E	S	T	A
J	T	V	E	B	I	G	I	U	N
W	R	T	B	A	F	O	M	E	O
W	A	T	E	R		A	L	L	P

Write the correct continent according to the countries in the chart.

_____	The USA Mexico Canada
_____	Brazil Peru Chile
_____	Spain Portugal France
_____	Egypt Guinea Madagascar
_____	China Japan India

Complete the sentences with the words below.

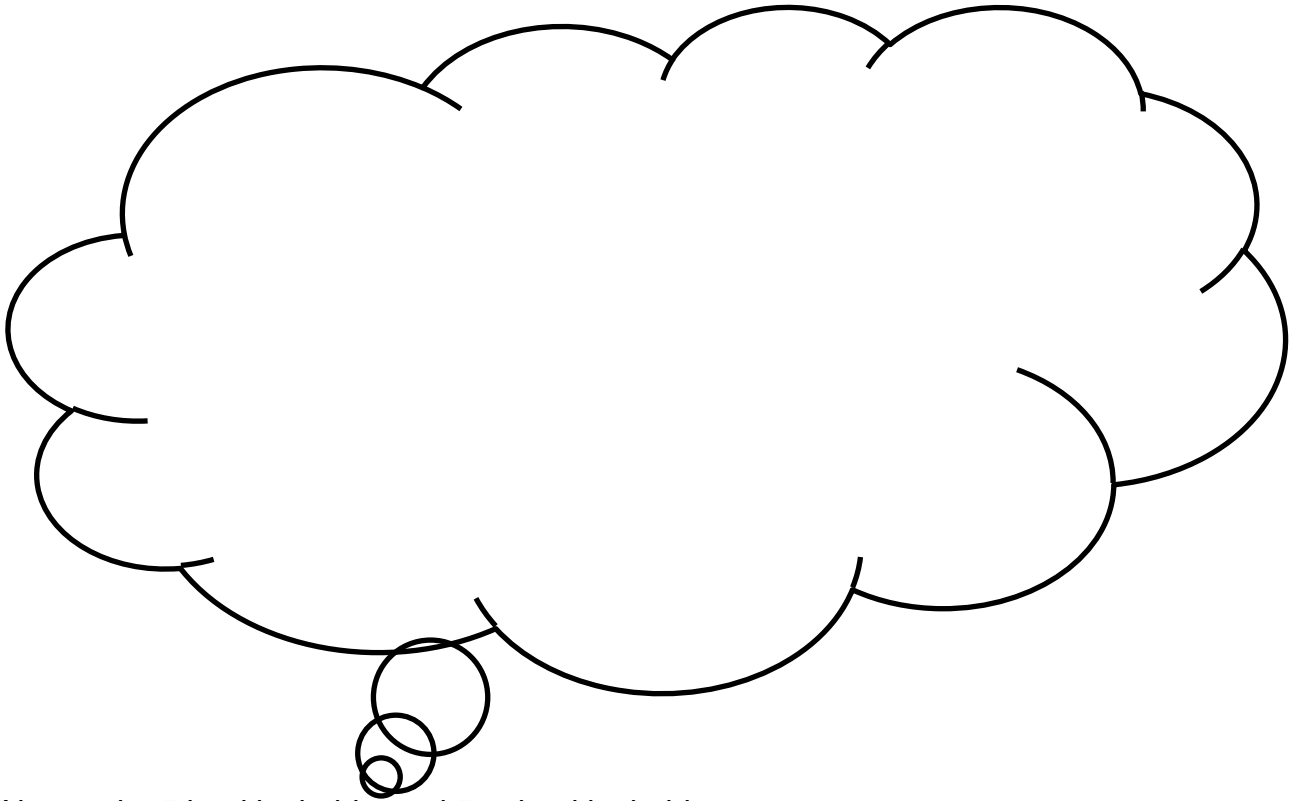
away deep high long old

1. The 'Angel de la Independencia' in Mexico is only about 54.6 km
_____.
2. 'Statue of Liberty' is a monument of 11 metres _____.
3. 'The Gardens of Babylon' are more than 100 metres
_____.
4. The Atlantic Ocean is 8 428 metres _____.
5. The 'Taj Mahal' is 362 years _____.

**Writing
Module 2**

Topic: Healthy and unhealthy habits

Instructions: Brainstorm on healthy and unhealthy habits and illustrate them.



Now, write 5 healthy habits and 5 unhealthy habits.

Healthy habits: i.e. I usually do exercise.

Unhealthy habits: i.e. I sometimes smoke a cigarette.

Writing

Module 2

Topic: Giving Advice using should and shouldn't

Instructions: Give some advices to have a healthy lifestyle:

- Write & illustrate 5 actions that you should do & 5 actions that you shouldn't do.

DO'S	DON'T'S
Illustrate	Illustrate
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Writing
Module 3
Topic: Past Simple Tense
Email: Past Events

Instructions: Write an email to a friend. Use around 100 words. Include the following information:

- 5 activities that you did last weekend.
- 5 activities that you didn't do last weekend.
- Include time expressions for Simple Past.

Dear _____, Last weekend...

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Love, _____

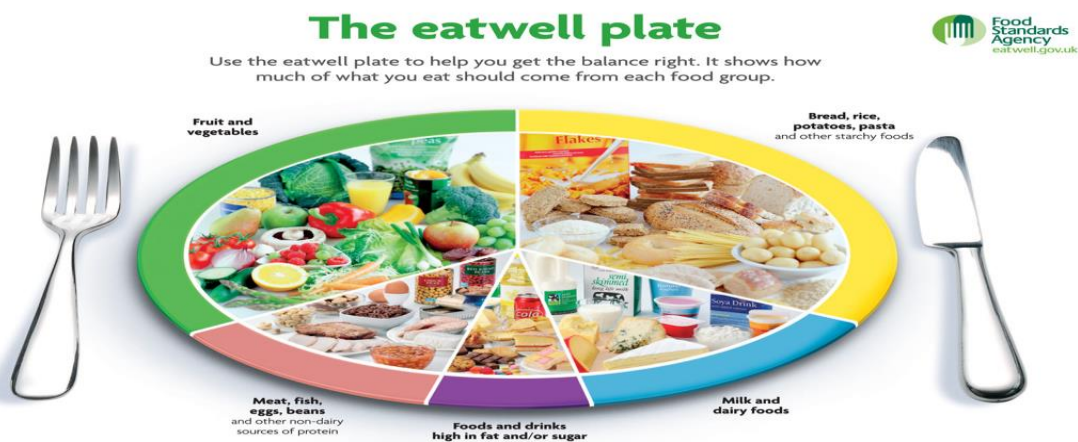
Lista de Cotejo: Correo electrónico	Si	No
Task Achievement: Incluí toda la información solicitada y utilicé el formato y las expresiones para redactar un email. Escribí alrededor de 100 palabras.		
Coherence and cohesion: Mis ideas son claras y se relacionan de manera coherente. Utilicé la puntuación adecuada para darle sentido a mis ideas.		
Vocabulary: Utilicé expresiones de tiempo para expresar mis ideas en pasado. Utilicé un vocabulario relevante para hablar de mi fin de semana pasado.		
Use of English: Utilicé 5 expresiones en afirmativo y 5 expresiones en negativo para hablar de las actividades que hice y las que no el fin de semana pasado (pasado simple).		
Spelling: Revisé que mis palabras estén escritas de manera correcta y sin faltas de ortografía.		

**Writing
Module 3**

Topic: Past Simple Tense and Present Simple Tense

Instructions: Write 10 healthy habits that your ancestors had in the past and 10 healthy habits that your family have now.

PAST HEALTHY HABITS	PRESENT HEALTHY HABITS
i.e. My parents drank natural beverages, like water.	i.e. My family and I eat roast chicken with chips.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.



Writing Module 3

Topic: Past Simple Tense

Instructions: Write a composition describing in detail the different healthy lifestyles that your ancestors had in the past. Use between 150-180 words.

My ancestors' lifestyle was

Writing
Module 4
Topic: Comparatives and Superlatives

Instructions: Make a comparison of 3 different places. Include the following information:

- Write 5 sentences using comparatives and 5 sentences using superlatives.

PLACES	COMPARISONS
<div style="border: 1px dashed blue; padding: 10px; text-align: center;"> Paste your image here. </div> <div>Place 1: _____</div>	<div style="border: 1px dashed blue; padding: 10px;"> <div style="text-align: center;">COMPARATIVES</div> <div>1.</div> <div>2.</div> <div>3.</div> <div>4.</div> <div>5.</div> <div style="text-align: center;">SUPERLATIVES</div> <div>1.</div> <div>2.</div> <div>3.</div> <div>4.</div> <div>5.</div> </div>
<div style="border: 1px dashed blue; padding: 10px; text-align: center;"> Paste your image here. </div> <div>Place 2: _____</div>	
<div style="border: 1px dashed blue; padding: 10px; text-align: center;"> Paste your image here. </div> <div>Place 3: _____</div>	

EXPRESIÓN ESCRITA (WRITING)

EVALUACIÓN	2 (Supera las expectativas)	1.5 (Cumple con las expectativas)	1 (Cumple con las expectativas en su mayoría)	0.5 (Casi cumple con las expectativas)	0 (No cumple con las expectativas)
Organización	Tema bien desarrollado. Inicio, desarrollo y conclusión claros. Párrafos bien delimitados. La organización sustenta el objetivo del escritor.	Tema claro y bien desarrollado. Plan estructurado con principio, desarrollo y final.	El tema es claro, sin embargo el desarrollo es incompleto y las ideas son confusas.	Falta de un punto de vista claro, se enfoca en la estructura solamente.	El alumno no escribió nada.
Cohesion y Coherencia	Incluye una idea bien estructurada con hechos relevantes, detalles y explicaciones.	Mantiene el mismo punto de vista y se enfoca en la estructura del texto.	Mantiene un punto de vista inconsistente y solo se enfoca en la estructura del texto.	Falta la idea central, pero contiene pocos hechos, detalles y explicaciones a lo largo del texto.	El alumno no escribió nada.
Ortografía y puntuación	Errores mínimos de ortografía y muy buen uso de signos de puntuación.	Muy pocos errores de ortografía con buen uso de los signos de puntuación.	Algunos errores de ortografía con uso casi nulo de signos de puntuación.	Gran cantidad de errores gramaticales y uso nulo de signos de puntuación.	El alumno no escribió nada.
Gramática y vocabulario	Uso efectivo de gran variedad de estructuras gramaticales y vocabulario. Contiene pocos o incluso ningunos errores en gramática y vocabulario, los errores no interfieren en la comprensión del texto.	Incluye una variedad de estructuras gramaticales. Contiene algunos errores en gramática y vocabulario estos errores no interfieren en la comprensión del texto.	Poca variedad de estructuras gramaticales. Contiene muchos errores en gramática y vocabulario que interfieren en la comprensión del texto.	No variedad de estructuras gramaticales. Contiene graves errores en gramática y vocabulario que interfieren en la comprensión total del texto.	El alumno no escribió nada.
Cumplimiento del objetivo	Tema desarrollado en su totalidad. Demuestra total entendimiento de propósito del texto a escribir.	Tema bien desarrollado. Inicio, desarrollo y conclusión bien definido. Demuestra entendimiento general del propósito del texto a escribir.	No se cumple con el objetivo del texto a escribir, Demuestra poca comprensión del propósito del texto a escribir.	No hay desarrollo del tema y solo escribe sobre una parte del texto. Demuestra no haber entendido que escribir.	El alumno no escribió nada.
Formato	Cumple con el formato solicitado.	Cumple con la mayoría del formato.	Cumple con una parte del formato.	No cumple con el formato.	El alumno no escribió nada.

NOTA: Todos los aspectos serán evaluados de acuerdo con los niveles de los estudiantes.

Rúbrica adaptada de: https://www.ltc.ntu.edu.tw/Cambridge/MS/Handbook/KET/KET_Handbook.pdf

Material adaptado para propósitos académicos (Jackeline Valentine Dávila Montiel, Francisco Javier García Arias y Patricia Hinojosa Velarde)

REFERENCIAS BIBLIOGRÁFICAS

BANGLE, BARBARA. (s/f) **Habilidades en el Centro de Autoacceso**. UAEM. Toluca. México.

COUNCIL OF EUROPE EDUCATION (2001). **The Common European Framework in its political and educational context**. Consulta el 14 de diciembre de 2012, en http://www.coe.int/t/dg4/linguistic/CADRE_EN.asp

CURRICULUM DE BACHILLERATO UNICO (CBU 2009) Nivel Medio Superior.
CARVALHO, DOROTHEA, (1993) **Self-Access Appropriate material**. Britain. The British Council.

DAVIES, PAUL. PEARSE, ERIC, (1990) **Success in English Teaching**. Hong Kong. Oxford handbooks for Language Teachers.

FALLA, TIM & DAVIES, PAUL, (2008) **Solutions Student's Book**. China. Oxford University Press.

HEAD, KATIE & TAYLOR, PAULINE, (1997) **The Teachers Development Series Reading In Teacher Development**. Great Britain. Macmillan Publishers.

NUNAN, DAVID, (1999) **Second Language Teaching and Learning**. Canada. Heinle & Heinle Publishers.

SEP-ANUIES-CONACYT. **Reforma Integral de la Educación Media Superior**. Consulta el 11 de diciembre de 2012 en:
<http://www.uaemex.mx/piei/InglesCurricular/redoci/Programa%20A1-2005.pdf>

SHEERIN, SUSAN, (1989) **Resource Books for Teachers Self-Acces**. Hong Kong. Oxford University Press.